



## Exemplary Practices

### **A-1: Pathways to Teaching: A Partnership Between Armstrong Atlantic State University and Savannah/Chatham County Schools**

#### **History**

The *Pathways* Initiative began as a private funding for a public cause to satisfy the need for certified teachers, primarily minorities. At present, there are four such sources: DeWitt Wallace-Reader's Digest, Southern Education Foundation, The Ford Foundation and the US Department of Education's Teacher Quality Enhancement Program. In 1989, the DeWitt Wallace-Reader's Digest Fund made a \$250,000 grant to New York's Bank Street College of Education to support a program to prepare minority teachers for positions in the city's low-income schools. Lessons learned from this work helped guide the development of larger teacher recruitment and training efforts.

The first implementation grants were made between 1990 and 1992 to Brooklyn, Hunter and Lehman Colleges in New York City, Cambridge College in Massachusetts, and Clark-Atlanta University in Georgia.

In late 1992, the Fund's board of directors approved plans for a national expansion of the program. Backed by \$23 million in grants, *Pathways* programs were established in an additional 26 colleges and universities throughout the country - 11 in the South under the direction of the Southern Education Foundation, a public charity and an essential coordinator for 11 programs that constitute the Southern Initiative. Fifteen were established to support a Peace Corps program, started in 1985, to help returned volunteers become teachers. Another \$10 million in expansion grants followed in 1993 for *Pathways* in 11 schools of education throughout the Northeast and Midwest. Total Fund investment in the program reached \$40 million by 1994 with the approval of additional grants and the launch of the *Pathways* evaluation. In early 1997, the Fund's board approved a plan to support the institutionalization of the program at most of the schools of education currently participating in *Pathways* and selected several leadership sites to encourage other colleges and universities to adopt the model. The program at AASU was designated as a leadership site.

Since 1989 the DeWitt Wallace-Reader's Digest Fund has invested \$50 million in the national *Pathways* initiative, including 66 colleges and universities located in 47 cities and 28 states. As of 1998, over 3,000 Scholars, serving more than 100,000 students annually, have received educational support.

In 1997, AASU's Program won the prestigious Innovations in American Government Award. After five rounds of competition with 1540 applicants it was selected in the top ten outstanding programs in national competition. The Ford Foundation subsidizes Harvard University's Innovations program and provided \$100,000 to communicate, disseminate and seek institutions that would replicate the Pathways model. In 1999, the Program received \$345,000 from the US Department of Education's Teacher Quality Enhancement Grants competition to enable three neighboring rural counties to implement the Pathways model.

#### **Mission**

It is the mission of the Pathways Program to increase the number of certified teachers, primarily minorities, in the Savannah Chatham County area. This effort is accomplished through the collaboration of representatives from three institutions in Savannah: predominantly white Armstrong Atlantic State University, historically black Savannah State University (SSU), and the Savannah-Chatham County Public Schools (SCPS).

## Program Design

The Program employs a director, coordinator, assistant/secretary, an instructional staff and two councils consisting of all three collaborative units. The Advisory/Screening Committee was chosen to represent a broad spectrum of faculty throughout the University community, the College of Education, the School of Arts and Sciences, the Minority Affairs Office, the Office of Nontraditional Learning, a staff recruiter for the SCPS, and a community psychologist. Each year the male and female Scholars who have the highest GPA sit on the committee. This committee leads in the screening, implementation and institutionalization of the program.

### 1992-1996 Phase I Objectives

Produce at least 55 certified early elementary and middle school teachers, especially minority males, from the 95 paraprofessionals and substitute teachers who enter the program.

Enhance the capacity of AASU's teacher preparation program to better meet the needs of the local urban schools by modifying and expanding the current curriculum.

Strengthen and maintain the collaborative effort among AASU, SSU and the SCPS in the selection, preparation and certification of teachers.

Facilitate professional working relationships between faculty at AASU and SSU through a Joint Advisory Council.

### 1997-2000 Phase II Objectives

In collaboration with SCPS, initiate a teacher induction program to enhance the teaching and professional skills of 15-20 beginning teachers, so that they will remain in the field and become mentors to subsequent Scholars.

Facilitate the matriculation of 15 selected Scholars to masters, specialist, leadership and/or doctoral programs.

Improve and disseminate the effective recruitment, selection and retention procedures implemented in Phase I.

Refine the teacher education curriculum to better meet the needs of teachers who will work in urban environments.

Improve collaboration and professional working relationships between faculty, support staff and Pathways Scholars at AASU and SSU by continuing and expanding the Joint Advisory Council and holding joint workshops for its Scholars.

Conduct discussions with other regional and national leadership sites to establish mechanisms for implementing and disseminating the Pathways Program model.

Identify additional funding sources to sustain scholarships and facilitate program model institutionalization.

## Overview of the Partners

Founded in 1935, Armstrong Atlantic State University (AASU) is growing rapidly on its present 250-acre site on the Georgia coast. AASU employs 250 full-time faculty and offers more than 75-degree programs to more than 5,700 graduate and undergraduate students. In 1995, AASU was first in the state among majority institutions in the number of minority students enrolled in student teaching. It led all institutions when minority-teaching interns were included in the count. In 1996, the College of Education at AASU moved from 14<sup>th</sup> largest out of 35 institutions in Georgia producing teachers to 7<sup>th</sup> largest. It is the only university in coastal Georgia offering education degrees. Minorities account for approximately 19% of the overall university enrollment but comprise 27% of the 329 students enrolled in teacher education. The proportion of minority students in teacher education is progressively increasing due largely to the *Pathways* program.

AASU's teacher education graduates have a 97% pass rate on the formerly required Georgia Teacher Certification Test; they are over-represented among nominees for the Teacher of the Year award. Twenty-two percent of the teachers in Armstrong's service areas are AASU graduates, yet 52% of the individual school nominees for Teacher of the Year graduated from AASU.

The Savannah-Chatham County Public School District (SCPS) is a K-14 district that serves 55,000 students, employs 2,500 teachers, and staffs 44 schools, district office, satellite facilities, and community-based programs. The SCPS teachers are 35% Black, 64% White, and 1% other. Minorities comprise approximately 66% of the student body, but 80% of suspensions and only 59% of high school graduates. In 1993, the year the *Pathways* program at AASU began, SCPS's pool of minority

paraprofessionals numbered 664. This represents a large pool of individuals who might have been interested in earning professional certification.

Committed SCPS representatives serve directly on the advisory committee of the *Pathways* program. These individuals have been instrumental in providing direction for the recruitment, screening, and placement of graduates in facilitating communication between and among principals and other supervisors and Scholars in the program.

## **Program Accomplishments**

To date, the Program has fielded some 1000 inquiries, screened 700 applicants, and brought 108 Scholars into the program. Sixty Scholars have graduated and earned professional certification. Fifty-four graduates are employed as educators, 24 of whom have received their school's nomination for Teacher of the Year. Graduates have a collective GPA of 3.0, a 95% pass rate on the former Teacher Certification Test and a 96% retention rate as first year teachers.

The Program has received local, state and national recognition for its retention efforts and its innovation. It has been featured on National Public Radio, "World News Tonight," *USA Today*, and was the subject of a 30-minute NEA documentary aired on The Learning Channel.

The Program's achievements confirm that majority universities can successfully recruit, train, and retain students of color. Scholars have presented papers at national, regional, state, and local professional conferences. Of the graduates, six have earned master's degrees and one is pursuing a doctorate. One Scholar has been invited to testify before Congress on the Program's impact.

Ed Daniels was recently featured in two local newspapers for securing an Americorp grant that provides after school mentoring and tutoring for 200 middle school students. Daniels organized 18 volunteer tutors (college students) in community service activities. Called the "Three O'Clock Program," this effort has documented increases in standardized test scores and a decrease in suspensions.

Stephen Horton, teaching history in the high school from which he graduated, recently presented a gift to a student who confided in him that he was going to be a father. It was a harness that parents use to carry infants close to their chests. As soon as the student opened the gift, he said he would give it to his girlfriend. To this comment Stephen replied, "No, you do not get the point. That child is just as much yours as it is your girlfriend's, and you have a responsibility to help raise that child and nurture it and teach it all you know."

James Gordon, who doubles as a cafeteria manager and a Scholar, is featured in a 30-minute television documentary that shows the extraordinary work he is already doing in the school. Every day at 7:30 a.m., fifth grader Corey Williams arrives before any of Gordon's cafeteria workers and the two go over the boy's math homework. Their friendly banter makes clear the important role Gordon plays in Corey's life. "I want all my students to learn to respect each other," Gordon says. "Children don't respect each other, so they don't respect the teacher. They don't respect their parents. But respect is something that can be taught."

For more information, contact:

Dr. Evelyn Baker Dandy, Director  
Armstrong Atlantic State University  
11935 Abercorn Street  
Savannah, GA 31419  
Phone: (w)(912) 921-5536 (h)(912) 354-1353 Fax (912) 921-5543  
dandyeve@mail.armstrong.edu



## Exemplary Practices

### A-2: Recruiting Teachers from Underrepresented Populations: A Community College Collaborative Model

#### History

In 1987, the Office for Student Life and Recruitment was established in the College and Graduate School of Education of **Kent State University**. The primary mission of the Office of Student Life and Recruitment (OSL) was to recruit, retain (by providing a variety of support services), graduate, and place students from underrepresented populations into the teaching profession. Prior to 1987 there was basically a revolving door in terms of students from underrepresented groups entering the College of Education but dropping out or changing majors prior to degree completion.

In 1989, the Ford Foundation came forth with an initiative that would increase the number of students from underrepresented groups in the teaching profession. Kent State University, along with four other schools in Ohio, was chosen to participate in the national effort. Each school in the consortium chose a different approach to its recruitment efforts. Since the College and Graduate School of Education at Kent State University was already working collaboratively with Cuyahoga Community College it seemed appropriate to focus on the community college as the primary source for teacher education candidates. This approach also made sense in that we know that a significant number of students from the underrepresented populations are enrolled in the community colleges.

To date the project at Kent State has maintained a retention rate in excess of 90%. This accomplishment is due, in no small measure, to the quality of the staff and their commitment to students. The retention rate is also due to the fact that staff and graduate assistants have created a safe and comfortable place for students from underrepresented populations to meet and share issues and concerns.

#### Critical Lessons

The challenges of developing a program to bring underrepresented students from a community college to a four-year institution with the prospect of entering the teaching field are complex. Problems and important lessons critical for success in such an endeavor include the following:

1. A formal agreement between the institutions signed by their respective presidents is critical. Such an agreement establishes the program as an institutional priority, empowers participation and commitment from both faculty and staff, and raises the level of awareness within the larger community.
2. A carefully articulated transfer path is essential for efficient student transfer into baccalaureate programs. This requires joint planning between counselors of each institution who are thoroughly familiar with course equivalencies specific to each program area.
3. Early identification of the potential recruiting pool is essential for early advising and intervention. Targeted students can then assess their interests, strengths, and deficiencies and make more effective career choices without wasting their time or resources.
4. Student tracking is much easier if items 1 and 2 are in place and students are progressing through a coordinated sequence of courses and activities, rather than proceeding piecemeal.
5. Traditional institutional academic supports are essential, but no more essential than non-academic (social and emotional) supports. This is especially true for non-traditional students transferring to a large and often impersonal senior institution.
6. Making large-scale institutional change is difficult, and institutionalization of projects initially funded with soft money is extremely difficult in an environment of constrained budgetary resources.

7. As in any major funded effort, be prepared for the unexpected. Unpredictable disappointments, delays, and obstacles are all part of the program's natural evolution.
8. Programs can survive without direct funding of scholarship dollars by the funding agency.
9. By admitting students as a cohort, the program creates a family of peers who develop their own group survival techniques and strategies.

## **Partners**

There were a number of partners involved in this particular enterprise. Cuyahoga Community College was the primary/initial partner and was the sole partner during the first two to three years of the project. During the fourth year of the project Lakeland Community College and Loraine Community College came on board as project participants. We also had a collaborative relationship with the Cleveland Foundation in as much as they were the fiscal agents for the Ford Foundation project. Each of the aforementioned community colleges played a critical role in the project by not only providing program participants, but also by assuring that students transferring from the community college had the required coursework to insure a smooth transition to the four-year institution.

Dr. Ferguson B. Meadows, Jr.  
Associate Professor of Counseling and Human Development Services  
Kent State University.

Dr. Jacquelyn L. Jefferson  
Counselor/Professor  
Cuyahoga Community College



## Exemplary Practices

### **A-3: Pathways to Teaching: Increasing and Supporting Minority Teachers in the Norfolk and Portsmouth Public Schools**

#### **History**

Since 1993, Norfolk State University has collaborated with Old Dominion University and Norfolk Public Schools to train substitute teachers, teacher aides and other paraprofessionals to become certified teachers (Phase I). The project was expanded to include Portsmouth Public Schools in 1998 (Phase II). Building upon a strong history of collaboration with the participating school systems, this project, funded by the DeWitt Wallace-Reader's Digest Fund and coordinated by the Southern Education Foundation Incorporated, was initiated to respond to predicted teacher shortages overall and in high need areas, and the discrepancy between the diversity of the public school student population and the diversity of public school teachers. In its seventh year of operation, the project's goals are to (1) increase the quantity of teachers specifically targeting minorities and males employed by the school systems, (2) increase the quality of instruction for urban children, and (3) enhance the teacher preparation and in-service teacher development programs at the university.

Involving key persons and seeking input from school personnel, classroom teachers, paraprofessionals and university personnel led to the development of the following objectives for the project:

- To recruit teacher aides, substitute teachers and other paraprofessionals in the Norfolk and Portsmouth Public Schools to enroll in programs leading toward teacher certification.
- To provide for the participants a carefully designed, comprehensive teacher education program that meets the teacher certification requirements in the Commonwealth of Virginia and satisfies the standards of the major professional organizations in various academic fields (i.e. the National Council of Teachers of Mathematics).
- To provide a target focus on knowledge identified for successful teaching in urban schools.
- To design and implement an evaluation and assessment strategy uniquely suited to the program.
- To provide a series of seminars and other experiences in teaching in urban schools for in-service teachers, supervisors of teacher aides and other program participants.
- To provide follow-up support for program graduates during the first two years of employment in the participating school systems.
- To provide academic and non-academic support services for all students, if needed, to enhance retention and graduation rate.
- To develop a successful university/school collaborative model.

Participants experienced a careful selection and screening process prior to admission to the program. At the minimum, participants were required to have at least two years of college with at least 60 semester hours of transferable credit toward an educational program, a grade point average of 2.3 or better, a commitment to teaching children in urban areas, and a commitment to teaching in one of the high need areas identified by the school systems. Applicants had to be employed by the participating school systems and be strongly recommended. In addition, they completed an intense interview by a Selection Committee composed of public school personnel, university personnel and community representatives.

Upon admission, Pathways' Scholars proceeded through a carefully designed teacher preparatory program that met their individual needs, the certification requirements for the Commonwealth of Virginia, and national accreditation standards. The university traditionally had been successful in working with adult urban students and multicultural education, and issues of diversity had been embraced by the faculty for some years. However, it was determined early that changes in class scheduling, instructional delivery, support systems and program enhancements emphasizing teaching in the urban classroom were needed to meet the needs of project participants.

All classes were scheduled in the evenings and on weekends. To enhance the regular education program, monthly workshops, seminars and an annual conference for participants, school administrators and classroom teachers were established to focus on curriculum and other areas of working with urban students. To bridge the gap between theory and practice, classroom teachers, principals, and college faculty team-taught classes and presented in workshops and seminars. A reading list and five instructional modules were developed focusing on multicultural education and the urban student that could be used independently by participants or faculty members in the regular education program. Pathways' Scholars were actively encouraged to share their experiences in seminars and through their required journal writing based upon an average of 12 years of working in urban classrooms as paraprofessionals. Their knowledge base and experiences provided the foundation for much discussion, expansion and reflection.

Academic and non-academic support services were provided to participants as needed. Academic support services included:

- (1) academic reinforcement in mathematics, reading, writing through several campus academic learning centers;
- (2) preparation for PRAXIS, the state licensure examination, via a course, individualized instruction and Learning Plus, a software package;
- (3) tutoring;
- (4) 80% tuition support; and
- (5) a book stipend.

Non-academic support services included:

- (1) an annual spouses' workshop and evening Learning Center, open from 4:00-10:00 p.m. daily, offering developmentally appropriate activities for students' children, aged 3-11, to help with child care;
- (2) counseling mentoring; and
- (3) monthly meetings.

Administratively, involving key people and seeking input from major groups has been essential to the collaboration that has developed between Norfolk State University and the school systems. Representatives from all institutions comprised the Advisory Board. Also, a Coordinating Committee composed of key persons within the School of Education was actively involved in implementing the needed scheduling and instructional needs.

During Phase I of the project (1993-1997), 106 participants enrolled. Ninety completed the program and approximately 70 have been rehired by Norfolk Public Schools. Others have been hired by other local school systems. In Phase II (1998-2001), the project expanded to include Portsmouth Public Schools. Preliminary conclusions seem to support that preparing paraprofessionals, particularly minorities and males, is one way to increase the number of minority teachers. Norfolk Public Schools has attributed their ability to maintain its percentage of minority teachers to the Pathways project. In addition, after two years the majority of the Pathways graduates are still being rated as "highly effective" by their supervisors. Several have been recognized as "Teacher of the Year" in their schools. Further, the majority in their third year of teaching plan to remain in education and teach in the urban classroom.

## **Institutional Mission and Context**

Norfolk State University is a comprehensive, urban university and one of the largest, historically, black institutions in the nation. Its mission is to provide opportunities for obtaining a quality education through the acquisition of knowledge, understanding, and skills. The university is composed of five schools: Liberal Arts, Education, Business and Entrepreneurship, Science and Technology, and Social Work. Bachelor degrees can be earned in 39 disciplines. There are 14 master degree programs and 2 doctoral programs. Currently, the university serves approximately 7,500 students with an instructional staff of approximately 450.

The School of Education offers a variety of programs at the undergraduate, post-baccalaureate, and graduate levels. Through its four departments of Special Education, Early Childhood Education, Health and Physical Education and Secondary Education and School Leadership, students may enroll in programs leading to teacher and/or administrative certification and licensure in early childhood education, special education, secondary education, and areas of administrative leadership. Approximately 1200 students are enrolled in these programs served by 40 full-time faculty members within the School of Education plus 15 faculty members who are full-time to the university and part-time to the School of Education.

Norfolk Public Schools (NPS) has approximately 37,500 students enrolled in Pre-K through grade 12. More than 60% of the NPS students qualify for the federally funded free lunch program. Norfolk Public Schools is known for its award winning schools, administrators, faculty, students, and sports programs and for implementing school innovations such as year round schools and schools following the Comer-Ziglar model. Smaller but no less dynamic, the Portsmouth Public School system enrolls approximately 17,500 students. Sixty-eight percent (68%) are African American, with thirty percent (30%) Caucasian, and two percent (2%) American Indian, Hispanic and Asian. With its award winning faculty and administrators, Portsmouth Public Schools has implemented many innovations to support its mission statement to provide a quality education for all students who will subsequently demonstrate the knowledge, skills, character, and civic responsibility which will enable them to shape their own destinies.

## **Key Partnership Representatives**

Dr. Marie V. McDemmond, President, Norfolk State University

Dr. John O. Simpson, Superintendent, Norfolk Public Schools

Dr. E. Renee Rodriguez, Special Assistant to the Superintendent, Norfolk Public Schools

Dr. Thomas McNulty, Senior Director, Office of Human Resources, Norfolk Public Schools

Dr. Wilbert Hawkins, Superintendent, Portsmouth Public Schools

Dr. Viola Morgan, Assistant Superintendent for Curriculum and Instruction, Portsmouth Public Schools

Dr. Denise M. Littleton, Project Director, Norfolk State University

For more information, contact:

Dr. Denise M. Littleton

Director, DeWitt Wallace-Reader's Digest Pathways to Teaching Project

Norfolk State University

700 Park Avenue

Unit # 2730

Norfolk, VA 23504

Email: [dmlittleton@ainsm.edu](mailto:dmlittleton@ainsm.edu)

Telephone: 757/123-9583

Fax: 757/823-9584





## Exemplary Practices

### A-4: South Carolina Center for Teacher Recruitment

#### History

The South Carolina Center for Teacher Recruitment (SCCTR) is the oldest and most established teacher recruitment program in the country. The South Carolina Center for Teacher Recruitment, established by the Commission on Higher Education in December 1985 and funded by the South Carolina General Assembly, has completed its twelfth year of operation. Following the passage of the state's landmark Education Improvement Act, the SCCTR was created out of a concern for the condition of South Carolina's teacher supply pool and a need for a centralized teacher recruitment effort.

SCCTR's recruitment agenda is a comprehensive one in which the Center pursues a variety of programs for increasing the number of students in the education pipeline and recruiting and retaining certified teachers. The SCCTR's primary target groups are middle and high school students, college students and adults.

The Center for Teacher Recruitment is staffed by a director, an associate director, seven teachers in residence (including the S.C. Teacher of the Year) and four administrative assistants. The SCCTR has developed into a national model for teacher recruitment and has been adopted by approximately one-fourth of all teacher recruitment programs in the country.

The South Carolina Educator Recruitment Task Force, which oversees the Center's budget and operations, includes representatives from 27 colleges and universities, state education agencies, professional education associations, the General Assembly and private businesses and industry. By mutual agreement of the Task Force members, the SCCTR is housed at Winthrop University, which provides financial services and fiscal accountability for the Center.

#### Planting the Seeds

By exposing students to teaching through a variety of programs and approaches, South Carolina is planting the seeds to grow its own teachers.

Beginning at the elementary level and going through high school, the South Carolina Center for Teacher Recruitment, in collaboration with the SC Education Association, participates in career fairs at local schools throughout the state.

Students are also exposed to teaching as a career through education clubs in the middle and high schools. Our major recruitment program at the middle school level is the Pro-Team Program. It's a semester or yearlong course offered to 7th and 8th graders.

Teacher Cadet, the flagship program of SCCTR, offers high school juniors and seniors an innovative, hands-on course with a rich curriculum that allows them to "test drive" teaching. They explore current issues in education and innovative teaching practices.

#### Nourishing

Nourishment in the form of rich and on-going professional development experiences are critical to the development and retention of a high quality teaching force.

The National Board for Professional Teaching Standards has awarded SC a subsidy grant to assist teachers seeking board certification. Recipients will receive \$1000 of the \$2000 application fee. The National Board Certification process is an effort to develop professional standards for teaching. It is a voluntary process developed by teachers and other education stakeholders to recognize experienced teachers for the quality of their practice. Certification signifies that a teacher is accomplished, having met challenging professional teaching standards as evidenced by performance based assessments.

Once successfully recruited into teaching, teachers need assistance in locating suitable positions. School districts also seek ready access to qualified candidates. The SCCTR Teacher Job Bank allows schools and districts to locate job candidates and advertise openings to teachers looking for positions.

Teachers may use the Job Bank by filling out an On-line Application and submitting it to the Center along with a copy of their teaching certificate.

An "Available Teaching Positions" vacancy list is maintained through the Job Bank. Also, information about teacher salaries in South Carolina, shortage and surplus areas, initial certification and critical needs certification is available.

Each summer the SCCTR co-sponsors the SC Teacher Expo for Teacher Recruitment. The Expo is a teacher job/information fair that brings together teachers looking for new professional opportunities and South Carolina school districts looking for excellent teachers. The Expo is advertised nationally and attracts participants from a number of states.

## **Retaining**

In order to retain highly qualified "Cream of the Crop" teachers in our state, the South Carolina Center for Teacher Recruitment supports a number of efforts.

The South Carolina Teacher of the Year serves a one-year residency at the SCCTR and assumes the chairmanship of the SC Teacher Forum, which is made up of district teachers of the year. The Forum works to encourage teacher leadership by helping its members develop leadership skills and engage in dialogue with policy makers on current educational issues.

The Teacher Forum Leadership Council establishes yearly goals and plans the fall and spring Teacher Forum Conferences. The group has published several Teacher Forum documents as a part of their yearly emphasis. The Local Teacher Forum Training Handbook, a guide to assist teachers in establishing local Teacher Forums, has been used extensively by districts throughout the state.

The SCCTR also supports teacher leadership and works to enhance the image of the teaching profession through its sponsorship of the SC Chapter of the National State Teachers of the Year (NSTOY) program. This group has published an NSTOY Speakers' Directory to offer the services and expertise of this outstanding group of educators to schools and districts statewide.

The Center encourages teachers to pursue mastery certification through the National Board for Professional Standards (NBPTS) by facilitating the distribution of the most current NBPTS information and the networking of NBPTS certified teachers with those seeking certification.

The Teacher Newsgroup allows teachers to network by sharing views and information on a variety of educational topics.

## **Institutional Mission and Context**

SCCTR's Mission Statement: The purpose of the South Carolina Center for Teacher Recruitment (SCCTR) is to provide leadership in identifying, attracting, placing and retaining well-qualified individuals for the teaching profession in our state. In doing so, the SCCTR will respond to changing needs for teachers from underrepresented populations, in critical subject fields and in under-served geographical areas in South Carolina. The Center will work cooperatively with other organizations to promote the teaching profession.

## **Key Partnerships**

The SCCTR is governed by a 21 member Policy Board that includes representation from teacher education programs, the General Assembly, the State Department of Education, the Commission on Higher Education, the Governor's Office, the business community, teachers of the year, etc. The SCCTR has partnerships with 24 teacher education programs that work directly with Teacher Cadet sites located throughout the state. There are currently 148 high schools participating in the Teacher Cadet Program and 43 middle schools participating in the Pro-Team Program. We also work with all 86 school districts to assist them with filling immediate vacancies.

For further information, contact:

Janice Poda  
Director, SC Center for Teacher Recruitment  
Ward House, Rock Hill, SC 29733  
Telephone: 803-323-4032, Ext. 6411  
Fax: 803-323-4044  
E-mail: [podaj@infoave.net](mailto:podaj@infoave.net)



## Exemplary Practices

### A-5: Latino and Language Minority Teacher Project (LLMPP)

#### History

With initial support from the Ford Foundation, the **University of Southern California** (USC) began the Latino and Language Minority Teacher Projects to increase the number of Latinos and language minority teachers in the teaching profession. We recruited prospective teachers from the ranks of paraeducators, and provided them with financial, social, and academic support to complete the requirements needed to become credentialed bilingual teachers. Funds from the U.S. Department of Education, currently from the Office of Bilingual Education and Minority Languages Affairs and formally from the Office of Post-secondary Education, continue to support the project.

The project currently involves a partnership between four colleges and universities in the greater Los Angeles area, five Los Angeles county school districts, the county office of education, and the major labor unions representing paraeducators and teachers. As the project has matured, the partner organizations have streamlined the "pathway" to teaching for participating paraeducators. We try to transform the teacher education experience into a seamless induction process that involves not only universities, but also school districts, schools, and labor unions. We see the induction process in sequential stages, "Early induction" includes the teacher education course work supplemented by a supervised laboratory experience that paraeducators encounter at participating project schools. "Intermediate induction" extends the apprenticeship model, allowing paraeducators to complete their student teaching while receiving assistance from carefully selected master teachers, individual mentors, and university personnel. "Advanced Induction" provides the support and assessment that have been lacking for new teachers to both improve instructional performance and retain this population in a work force that is very susceptible to burnout. "Post induction" involves an advanced integration into the teaching profession through graduate study, professional staff development support, and leadership development.

#### Developmental Stages

Development stages of the project will be chronicled as phases that represent given periods of elapsed time and funding cycles. Phase I of the LLMTTP lasted about fourteen months. Consortium members collaborated to build the project's infrastructure. In Phase II, which represents the period occurring approximately fifteen months into the project, the central objectives were to expand the program within existing schools, to new schools, and to begin capacity building. This involves the process by which consortium partners collaborate to continue the LLMTTP when initial Ford funds have ended. Phase III represents the period approximately three years into the project. Activities in this phase focused on further project expansion, project refinement, and institutionalization. Policy initiatives addressing teacher education, teacher recruitment, and faculty retention were also major areas of focus in this phase. Phase IV, about six years into the project, came about as a result of the project director's work with California's Beginning Teacher Support and Assessment Project, an induction program for new teachers. Phase IV leads us to view paraeducator training as part of an extended induction project, and to incorporate and adapt the California Standards for the Teaching Profession for use by paraeducators,

#### Components of Support

In this section we turn our attention to components of support that streamline the paraeducator to classroom teacher pipeline. These components were designed to help participants overcome the key obstacles that paraeducators often face in completing their undergraduate degrees and obtaining teaching credentials. Included are: (1) financial assistance, (2) academic and social support, and (3) professional development support.

## **Financial Assistance**

The LLMTP provides each paraeducator with a \$1500 scholarship paid biannually providing they maintain normal progress toward degree completion, i.e., a 2.75 GPA and twenty semester units annually (including summer school). For those paraeducators who attend school on a full-time basis (a minimum of 30 to 32 semester units a year), the LLMTP works with the financial assistance office to secure a range of scholarships, grants, and federal loans so that even enrollment in a private university is affordable. The scholarship functions as a "scholastic bribe" to facilitate dialogue between paraeducators and faculty advisers.

## **Academic and Social Support**

There is reason to believe that Latino paraeducators attempting to become teachers will run into more academic difficulties than most other teacher education candidates, including a lower than average pass rate on admissions tests for teacher education, on teacher competency tests, and on teacher certification exams. Because paraeducators are typically the first generation in their families to attend college, Latino paraeducators often feel insecure in higher education settings and frequently experience a sense of isolation, particularly when they attend predominantly white colleges and universities. We have also found that the demands of a full-time job and part-time studies tend to create family tensions for a significant number of females who are the majority of the paraeducator population served by the Latino and Language Minority Teacher Project. To address these academic and social concerns, the project has developed a creative network of support that includes a cohort structure, on-site faculty mentors, adjunct classes, project socials, and school site presentations and meetings.

Paraeducator Cohorts are formed for building cooperative, interactive support systems to assist participants. Cohorts might include participants who have completed a similar number of units and are enrolled in the same teacher education program at the same college or university, participants who live in the same geographic area, and those working as paraeducators in the same or neighboring schools. These cohorts meet at local school or college sites class and other activities. Such interactions promote a sense of group membership and support that has enabled many to overcome difficulties along their path to becoming teachers. On-site Faculty Mentors at the home schools are assigned to each participant for purposes of assuring that routine and non-routine problems they encounter can be addressed. Faculty Mentors function as program's catalysts, cheerleaders, staff developers, and problem solvers. Because mentors serve a critical role in the project, they are carefully selected. To qualify for this position, an individual must be recommended by experienced educators from the participating schools, hold a valid bilingual California teaching credential, and show evidence of instructional leadership.

Adjunct Class Sessions are provided by some of the universities participating in the LLIVITP to those paraeducators who need academic assistance. Adjunct class sessions differ from more traditional forms of assistance available to college students in that the adjunct sessions combine learning strategies with course content and explore the application of such content to applied teaching. The leaders of the adjunct sessions are learning or content specialists with backgrounds in education. Participants are assigned university advisers in an ombudsman capacity. They assure that paraeducators are taking appropriate courses, facilitate enrollment in required courses, provide tutoring as needed, and streamline the university's bureaucratic maze for first generation college students,

The University LLMTP advisers also facilitate the transition from community college to four-year university. All LLMTP paraeducators attending community colleges meet regularly with the four-year LLMTP adviser to plan their course work at the community college, to focus only on courses that transfer to the university, and to designate a date when they will leave the community college. The community college students are required to meet the LLMTP faculty adviser at the four-year college site before they take classes at the community college.

Project Socials tie the community to higher education. We find that participants who receive support from their families are more apt to complete the program than those who do not. To secure such support, the Latino and Language Minority Teacher Project initiates a variety of social activities that involve participants' families and friends. These social events are intended to diminish the concerns of spouses, children, and other family members, as well as other social pressures encountered by participants.

School Site Presentations and Meetings are also used in the project. The purpose of these activities is to inform classroom teachers and administrators at participating schools of the problems and pressures that their paraeducators encounter while working toward the goal of becoming credentialed teachers. The underlying purpose of these presentations and meetings is to encourage school personnel to develop strategies for supporting project participants.

Professional Development support. To supplement the professional preparation that participants receive through their course work, the LLMTP offers special seminars. Seminar topics are selected by consortium members to address educational concerns not traditionally covered in teacher education, including, (1) the use of the internet for instructional planning, (2) the paraeducator and classroom teacher as instructional partners, (3) the role of primary language instruction in accessing English for academic purposes, and (4) instructional strategies. The LLMTP deliberately encourages joint attendance by the paraeducator and a more experienced educator who can mediate the experience for them. We also subscribe to the belief that participation in conferences is essential to promote professional development. The LLMTP sponsors participation at major professional conferences. Attendance at these conferences is viewed as a critical component in the induction of paraeducators into the teaching profession. This also provides the opportunity to meet and interact with other professionals in the field, thereby enhancing their professional socialization, a significant factor in staying in college for Latino students.

### **Institutional Mission and Context**

USC has grown into an international center of learning, enrolling more than 28,000 undergraduate, graduate, and professional students on two campuses and offering degrees through its College of Letters, Arts, and Sciences, Graduate School and 16 professional schools. It ranks in the top 10 among private research universities in the United States in federal research and voluntary support, and is only one of four private research universities in the western United States elected to membership in the Association of American Universities, a group that represents the top one percent of the nation's accredited universities and accounts for nearly two-thirds of all federally sponsored research.

The School of Education offers a Bachelor of Science in General Studies for students who plan to become skilled elementary classroom teachers and it offers an undergraduate education in a pluralistic society minor. Graduate Programs are offered in the Division of Counseling Psychology, Division of Educational Policy, Planning, and Administration, and the Division of Language and Instruction. Graduate programs lead to the Doctor of Philosophy, the Doctor of Education, the Master of Science in Education, and the Master of Marriage, Family and Child Counseling.

### **Key Consortium Representatives**

California State University, Dominguez Hills  
California State University, Los Angeles  
Loyola Marymount University  
The University of Southern California  
Occidental University  
Los Angeles Unified School District  
Baldwin Park Unified School District

Montebello Unified School District  
Lennox School District I  
Little Lake City School District  
United Teachers Los Angeles  
Local Union 99  
Los Angeles County Office of Education

For more information, contact:

Dr. Reynaldo Baca  
Research Professor of Education  
School of Education - WPH 402  
University Park  
University of Southern California  
Los Angeles, CA 90089-0031  
Telephone (213) 740-2360  
Fax (213) 740-7101  
E-mail: [baca@usc.edu](mailto:baca@usc.edu)



## Exemplary Practices

### A-6: Preparing Teachers at the Community College Level

#### History

**Miami-Dade Community College** (M-DCC) is among the very few, if not the first community college to establish a School of Education. Like most community colleges, M-DCC's education courses were embedded within the social science department on each of the campuses. Each campus had its own way of approaching the needs of its education students. In July, 1998, the College pulled education courses away from their traditional home in the social science department and established the college-wide School of Education. This action itself may be considered an innovation.

The School was established in recognition of the pivotal role the community college plays in the teacher preparation process. For instance, it is estimated that over 70% of all elementary school teachers in the Miami-Dade County Public School system took all of their math and science courses at M-DCC. Further, more than 80% of the transfer students in the undergraduate program at the College of Education at the local state university, Florida International University, are graduates from M-DCC. The percentages are even higher at some of the local private universities.

The College prepares a significant number of minority teachers. There are currently close to 4,800 declared teaching majors enrolled at M-DCC. More than 65% are Hispanic, 21% are Black non-Hispanic, 12% are White non-Hispanic, and nearly 2% are classified "Other."

The School of Education offers programs in elementary, secondary and early childhood education. Students may earn a variety of degrees, certificates and certifications through the School including the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, vocational certificate (V.C.C), Child Development Associate Equivalency certificate, and the Child Care and Education Program Administrator Credential. Courses for teacher certification and re-certification, and professional development workshops also are provided. The School offers its programs at five of the College's six campuses (the sixth campus is the Medical Center Campus where health career-related courses are offered exclusively). Students who complete the A.A. degree may enroll in any of the state university Colleges of Education in Florida with junior level standing. Most of the private universities will grant associate degree holders the same status.

Required courses include a focus on diversity, technology, and field experience. Specifically, students must complete an introductory course, a course on teaching diverse populations, and a course on educational technology. Students are required to complete a minimum of 15 hours field experience in each of the first two courses. The School also offers a field-immersion course for those who wish to explore more extensively the career of teaching. In addition, there are a variety of other education courses available to students, including several in early childhood, and an introductory special education course.

The School of Education is actively involved in several collaborative projects designed to improve teacher quality. Some of the projects are fully developed while others are in the formative stage. A few are mentioned here:

1. The Alliance program is a partnership between the Stevens Institute of Technology, the League for Innovation in the Community College, Bank Street College of Education, Educational Testing Service, Polaris Career Center, and Cuyahoga, Maricopa, and Miami-Dade Community Colleges. The project is an internet teacher training program designed to provide teachers and prospective teachers with effective, technology-based means for improving teaching and learning in science and mathematics. Participants are trained to use the internet to access real-time data in their science and math classes. As the project focus shifts from in-service to pre-service, the School of Education will work with the M-DCC's School of Natural and Social Science to train math, science and educational technology faculty who will teach courses for targeted groups of education majors. The goal is to expose future teachers to effective methodologies while strengthening their content knowledge. Math and science faculty will use the State of Florida's Sunshine State Standards (what students are expected to know at different grade levels) as the backdrop for their



classes. Educational technology faculty will integrate the math and science content into their methodologies and require students to demonstrate competency with various technologies using the math and science content. Thus, students will have an enhanced experience with the content and pedagogy relevant to their likely future job sites, i.e., public schools in Florida.

2. Miami-Dade Community College and Barry University, a private Catholic university in Miami, have an innovative 2 + 2 program for education majors. Students earn their associate degree at M-DCC, then transfer to Barry University to pursue their baccalaureate degree. Using the cohort model, Barry University provides all of its classroom instruction on the M-DCC campuses. The program features the same small class size and access to professors to which students are accustomed at M-DCC. Students may choose programs in pre-K/primary, varying exceptionalities, and elementary education. Faculty from M-DCC are often hired to serve as adjunct for Barry in the 2 + 2 program. With the Barry University program on the M-DCC campuses, faculty from both have been able to work closely to ensure student success. Feedback is constant and fluid such that adjustments can be made quickly and effectively.

3. By federal mandate, at least 50% of all Head Start teachers must hold an associate or baccalaureate degree in early childhood, or complete six (6) college credit courses in early childhood if they possess an out-of-field degree, by the year 2003. The School of Education has entered into a consortium with the Miami-Dade County Community Action Agency Head Start, Miami-Dade County Public Schools, Barry University, and Florida International University to help Head Start teachers comply with the mandate. The program offers Head Start teachers access to educational opportunities tailored to their specific needs. Where possible, they are enrolled as a cohort at sites convenient to them.

## **Institutional Mission and Context**

The mission of Miami-Dade Community College is to provide accessible, affordable, high-quality education by keeping the learner's needs at the center of decision-making and working in partnership with its dynamic, multi-cultural community. Miami-Dade Community College is a six-campus, single-district institution that serves a non-traditional, ethnically diverse student population. During the 1997-1998 year, the College had 124,873 students enrolled in credit and non-credit courses. The average student age was twenty-seven and a half years. Approximately 86% were Hispanic, or non-Hispanic, Black; 40% were resident aliens or refugees; 53% lived on household incomes of less than \$20,000 per year; and 56.3% were first generation college students. The Miami-Dade County Public School system enrolls over 350,000 students each year, 87.5% of whom are racial and ethnic minorities.

## **Key Partnerships**

Miami-Dade County Public Schools  
Barry University  
Florida International University  
League for Innovation in the Community College  
Stevens Institute of Technology  
Bank Street College of Education  
Miami-Dade County Community Action Agency Head Start

For further information, contact:

Dr. Leslie Ann Roberts  
Chairperson, School of Education,  
Miami-Dade Community College  
627 S.W. 27 Avenue  
Miami, FL 33135\_  
Telephone (305) 237-6152  
Fax (305) 237-6095  
E-mail [lroberts@mdcc.edu](mailto:lroberts@mdcc.edu)



## Exemplary Practices

### A-7: Three New Curricular Partnerships to Foster Quality Teaching

#### History

**George Mason University** initiated these projects in the fall semester of 1997. The first one implemented was the faculty development opportunity for professors of mathematics and the sciences. This program extended a handful of small opportunities offered through National Science Foundation funding for collaborative projects between education schools and arts and sciences. At the request of faculty in both units, the deans' offices have been sponsoring monthly workshops between faculty in the disciplines of mathematics and science and a science educator. The focus of these workshops has been improving instruction in lower division, undergraduate courses. The science educator has been leading the workshops using the latest findings from research on effective teaching practices in math and science. The workshops have been going on for two years with very positive evaluations from the participants who are quite interested in increasing their instructional effectiveness with undergraduate students. The University will benefit from this effort through better instruction in undergraduate mathematics and science; greater collaboration between the College of Arts and Sciences and the Graduate School of Education; broader opportunities to focus University discussion around teaching and learning; and an undergraduate student population which learns at higher levels.

The second project extends into the continuing professional development of practicing teachers. Grounded in the premise that solid content knowledge is prerequisite to effective teaching, we have jointly crafted a new Master's degree entitled Advanced Studies in Teaching and Learning. This degree program of thirty semester hours includes twelve credit hours of an education "core" and eighteen credit hours study in one of the disciplines found in Virginia's Standards of Learning for K-12 schools, namely English, History/Geography, Science, and Mathematics. The education core is based in the five propositions of the National Board for Professional Teaching Standards. Completing the core, which includes the use of simulated National Board exercises, should prepare a teacher to stand for National Board Certification. Completing the eighteen credit hours in a discipline prepares a teacher to assume the role of content leader among his/her school peers. As can be seen, the goal of this joint degree program is to invest in teacher content knowledge and teaching expertise. As a result of this effort, schools benefit in multiple ways: preparing for National Board Certification is led by University faculty in the Graduate School of Education; teacher content knowledge is expanded through deeper study in a discipline for which the teacher is accountable; schools receive a "teacher leader" in a content area who can help shape curriculum at grade level among peers; there is a direct link of the College of Arts and Sciences in the continuing education of a teacher; we increase the likelihood that teachers know what they need to know and are thoughtful about how to help all children learn to the state's standards.

Another area of teacher professional development is a jointly-sponsored project entitled the Intellectual Life of Schools (ILS). This is a one-week summer institute for teachers in which they wrestle with the "world of ideas." ILS is professional development only to the extent that a small group of teachers comes together for a week, reads a common text (*The First Moderns* by William Everdell this past summer), and explores with University faculty the implications of the thought found therein. Through ILS, schools are advantaged because teachers are reminded about the world of ideas and how central clear thinking is to quality education.

The third collaborative activity, which is still in the design phase, is a new multidisciplinary degree program for aspiring elementary teachers. Since George Mason University requires a bachelor's degree for admission into teacher preparation, there is a role for the College of Arts and Sciences, through its unit New Century College, to design an undergraduate degree that meets the requirements of a baccalaureate degree and which prepares aspiring elementary teachers in the subjects they will teach. This will be alternate to the single discipline major currently required because that approach fails to educate elementary teachers well enough in all the subjects for which they are responsible. When this design is implemented, schools will benefit because elementary teachers will have deeper content knowledge than they currently have in all the

disciplines they teach; new groups of teachers will enter into the field who know the value of being well-educated and well-prepared for the roles they will undertake.

Through these initial efforts the two units have agreed that the best teachers are both well-educated and well-prepared. As the units increasingly find common ground other collaborative activities can grow from the trust and confidence created through these early initiatives.

#### Institutional Mission and Context

George Mason University is the state regional University for Northern Virginia. It is classified as a Carnegie doctoral II university with an enrollment of 25,000 and 900 faculty. As a regional state University, it carries an expectation of graduating students who can contribute directly to improving the region's economy and social environment through high quality programs and high quality teaching. In its short history (twenty-seven years), it has established itself in the National Capital Region as a center of excellence.

#### Key Partnership Representatives

Gary R. Galluzzo, Dean, Graduate School of Education

Daniele C. Struppa, Dean, College of Arts and Sciences

For further information, contact:

Gary R. Galluzzo

Dean, Graduate School of Education

George Mason University

Phone: 703-993-2008.

e-mail: [ggalluzz@gmu.edu](mailto:ggalluzz@gmu.edu)

Daniele C. Struppa

Dean, College of Arts and Sciences

George Mason University

Phone: (703) 993-8715

FAX: (703) 993-8714

Email: [dstruppa@gmu.edu](mailto:dstruppa@gmu.edu)



## Exemplary Practices

### **A-8: Georgia State's Professional Education Faculty: An Internal Collaboration to Promote Teacher Quality**

#### **History**

The Professional Education Faculty (PEF), which oversees all professional education programs at **Georgia State University**, consists of faculty from the College of Education and the College of Arts and Sciences who have a significant role in professional teacher education. The PEF is charged with designing and/or approving policies and procedures related to curricular, instructional, accrediting, admissions, and other issues. The mission of the Professional Education Faculty at Georgia State University is to prepare and enhance educational professionals who function effectively within an urban context.

Membership of the Professional Education Faculty (PEF) includes representatives from four strategic groups: College of Education faculty involved in educator preparation programs; College of Arts and Sciences faculty involved in educator preparation programs; faculty and administrators from five collaborating P-12 school systems; and students in the teacher preparation programs. Formal collaboration has been on-going since 1987, with the establishment of the Initial Teacher Education Committee (ITEC) and its report in 1988, *A Plan for Change*. In this report, the committee called on the entire University community to make teacher preparation a priority and urged University administrators to take a leadership role in promoting this goal. The report outlined specific substantive recommendations that should guide the development of initial preparation programs.

The initial by-laws for the Professional Education Faculty were approved in 1989. In 1991, the Professional Education Faculty was established as the governing unit over all educator preparation programs. It is at the sub-committee levels that the representatives of the four constituent groups work together on the details of program, course, and instructional issues, and that close collaboration of faculty across colleges and between the university and the public schools occurs. Sub-committees include the Curriculum Committee, the Standards and Accreditation Committee, and the Diversity Committee.

The Executive Council of the PEC reviews the work of the committees, assigns tasks to existing or ad hoc committees, and prepares the agenda for council meetings. The council chair is a one-year position and is rotated among faculty in the two colleges.

#### **Institutional Mission and Context**

Georgia State University is one of 34 institutions in Georgia that comprise the public University System of Georgia, which is governed by a 15-member Board of Regents. Georgia State's central location is downtown Atlanta. The mission of the university is to prepare students who are critical thinkers, creative problem-solvers, and responsible citizens who make ethical choices. Georgia State University also seeks to ensure that students become scientifically, technologically, and culturally literate. Georgia State is committed to serving the urban community in which it is located.

The university serves approximately 23,000 students, traditional as well as returning and working students; 53% of the university's students work full time. It also serves more African-American students than any other college or university in Georgia.

The university has six colleges and schools: Arts and Sciences, Business, Education, Health and Human Services, Law and Policy Studies. The College of Education offers over 50 degree programs in six departments at the undergraduate, master's, specialist and doctoral levels, as well as certificate endorsement and add-on programs. Degree programs for secondary education majors are housed in the College of Arts and Sciences.

Georgia State has access to over 15 public school systems in the Atlanta area, thus providing rich opportunities for partnerships, field experiences, research and service. Considerable off-campus talent also is available to enrich campus programs. Active practitioners often are an integral part of educational programs.

### **Key Representatives**

Dr. Sam Deitz, Dean, College of Education

Dr. Ahmed Abdelal, Dean, College of Arts and Sciences

Dr. Beverly Armento, Chair, Professional Education Council

Dr. Leon Hurley, Director of Teacher Education

For more information, contact:

Edith M. Guyton

Professor, Early Childhood Education

Georgia State University

Atlanta, GA 30303

Phone: (404) 651-2957

Fax: (404) 651-1495

Email: [eguyton@gsu.edu](mailto:eguyton@gsu.edu)

Beverly Armento, Chair

Department of Middle/Secondary and Instructional Technology

Georgia State University

Atlanta, GA 30303

404-651-2520

404-651-2546 (FAX)

Email: [barmeto@gsu.edu](mailto:barmeto@gsu.edu)



## Exemplary Practices

### A-9: Montclair State's Center of Pedagogy

#### History

**Montclair State University** is one of the original eight sites in the National Network for Educational Renewal (NNER), founded by John Goodlad. Its practices for the education of educators reflect both the principles embedded in the Agenda for Education in a Democracy, and a commitment to deep partnership with public schools and critical thinking that preceded the University's involvement in the NNER. The key exemplary practices to be highlighted include:

- A. The delivery of programs for the education of educators through a university wide Center of Pedagogy, an institutional structure involving faculty in arts and science, in education, and from the K-12 schools as equal partners in teacher education. This tripartite group is responsible for the simultaneous renewal of the education of educators and the schools.
- B. A commitment to a clear, shared vision of its work exemplified in a "portrait of a teacher." The vision includes a commitment to teaching for critical thinking as a vehicle for the enculturation of the young into a political and social democracy, for providing access to knowledge for all children, the use of nurturing pedagogy, and a commitment to stewardship of best practice. The moral dimensions of each of these curricular areas are emphasized. The Portrait is a vehicle for admission, curriculum development, and formative and summative evaluation of candidates.
- C. A commitment to partnership with schools through the New Jersey Network for Educational Renewal, a mature partnership of 22 school districts, including urban and suburban settings. The Network supports ongoing professional development that involves university and school faculty as equal partners, teacher study groups to examine critical issues facing individual schools and teachers, and the development of sites for student field experiences that represent best practice. Three high school Professional Development Schools are in operation, and four more will open in the next year. Dozens of Partner Schools also are affiliated with the University.
- D. A recognition of the University's special responsibility to assist in the diversification of the teaching force and more effective teaching in diverse settings. This commitment includes a Higher Education Title II recruitment grant to prepare new mathematics and science teachers for urban schools. Using University resources, a specialized center, the Teacher Education Advocacy Center, designed to support students of color in their pursuit of teaching as a career that employs counselors and a program assistant, has been established. In September 2000, the Montclair State University Pre-collegiate Teaching Academy will open as a new public high school in Paterson, with major support from a corporate foundation, designed with a math science emphasis for students who are considering teaching as a career. Nearly 100% of the students will be people of color. The high school will be jointly operated by the district and the University, and graduates are guaranteed admission to the University.
- E. A carefully designed Leadership Associates Program to prepare leaders to support the shared vision of the teacher education program among faculty in the arts and sciences, education and the K-12 schools.
- F. The use of critical thinking and a community of inquiry as the pedagogical underpinning of the program.
- G. A redesigned faculty reward system to recognize faculty work in schools. This program, the Faculty Scholarship Incentive Program, provides faculty time for scholarship broadly defined, including scholarship of pedagogy, of application, and of discovery and aesthetics. Faculty in the program may have on-load released time for work in the schools,

- H. The University offers a doctoral program for classroom teachers who seek to remain in the classroom, the first doctoral program for educators in New Jersey, and perhaps in the nation, for which excellent classroom teachers do not have to make a commitment to leave the classroom. The curriculum is based on the Portrait of a Teacher, with the first specializations in Philosophy for Children and Mathematics Education. The program is administered by the Center of Pedagogy.

In addition, the University is an active member of the Holmes Partnership and the UNITE project, is a center for field testing NCATE's PDS standards, and is one of the seven sites in the National Education Association's Teacher Education Initiative. The University, through a USIA Grant, is in partnership with Kirovograd Pedagogical University, Ukraine, to develop approaches to enhance the role of public education in democratization.

### **Institutional Mission and Context**

Montclair State University is a publicly assisted comprehensive university in Northern New Jersey, fifteen miles west of Manhattan. It enrolls 13,500 students. most of them commuters. The University sits in a suburban community, but is within 15 minutes of Newark and Paterson, two of the state's largest urban areas, and has a strong commitment to outreach through service learning and other forms of involvement in the community. The University is committed to a strong liberal arts education for undergraduates through an extensive general education program. Professional and applied programs and all traditional liberal arts majors are offered through five Colleges and Schools.

### **Partnerships**

The key partnership vehicles are the Center of Pedagogy and the New Jersey Network for Educational Renewal, described above. Through partnership in a series of networks, the University retains close contact with universities and schools across the country with similar commitments. In every instance, the teacher associations in the schools in partnership with the University are key players in each collaboration.

For further information, contact:

Dr. Nicholas M. Michelli  
Chapin 106  
Montclair State University  
Upper Montclair, N.J. 07043  
Phone: (973) 655-5167 -Fax: (973) 655-7638  
[Michellin@mail.montclar.edu](mailto:Michellin@mail.montclar.edu)

Dr. Tina Jacobowitz  
Chapin 15  
Montclair State University  
Upper Montclair, NJ 07043  
Phone (973) 655-7191 Fax (973) 655-7638  
[jacobowitz@mail.montclair.edu](mailto:jacobowitz@mail.montclair.edu)



## Exemplary Practices

### A-10: University of Dayton's Interdisciplinary CORE Curriculum

#### History

CORE is an interdisciplinary curriculum designed to fulfill and to integrate the University's general education requirements. Students take ten courses (six in the first-year, three in the second, and one in the third) that fulfill all general education requirements (except physical and life sciences) as well as the basic skills requirement in reading and writing. Faculty teaching in CORE work together to integrate the material in their courses and encourage students to draw on what they are learning in other CORE classes.

Annually, CORE enrolls approximately 105 students with a variety of academic profiles; it is not an accelerated or honors program. All entering first-year students are invited to apply; students in some majors in the College of Arts and Sciences are enrolled automatically; students in elementary education are encouraged to enroll.

**Humanities Base:** The Humanities Base asks all students, no matter their division or major, to examine what it means to be human through four required general education courses in the humanities. These courses are integrated disciplines by a common set of issues and readings as well as through programs - plays, performances, and speakers - offered outside the classroom. These issues and readings are examined in workshops several times a year by the faculty who offer these courses and staff from student development who sponsor campus programs. Preferably completed in the student's first year, the goals are for students to develop their own concepts of what it means to be human, to integrate their general education program with their professional preparation, and to create a community of learners that crosses boundaries of disciplines and liberal and professional education. The course options are:

#### History:

HST 101, History of Western Civilization from Its Classical Roots to 1715 or

HST 102, History of Western Civilization Since 1715 or.

HST 198, History Honors Seminar

#### Philosophy:

PHL 103, Introduction to Philosophy

#### Religious Studies:

REL 103, Introduction to Religion (choice of Catholic, comparative religion, or scripture option)

#### English:

ENG 102, College Composition II

ENG 114, Freshman Writing Seminar

ENG 198, Freshman Honors Seminar

**Thematic Clusters:** To facilitate an integrated view of different domains of knowledge and to encourage students to understand the broad world around them, all undergraduates must complete one thematic cluster. A thematic cluster is a series of courses from the domains of knowledge, focusing on an issue central to the human condition, one that connects the Humanities Base with its focus on what it means to be human with a student's education as a professional. To fulfill the thematic cluster requirement, students must complete a minimum of three approved courses in a single cluster, representing three different domains of knowledge. For the purpose of thematic clusters, philosophy and religious studies are considered separate domains of knowledge. The domains of knowledge are defined as arts studies, historical study, philosophy and religious studies, physical and life sciences, and the social sciences. Students receive specific information about thematic clusters from their faculty advisors. Students must have the approval of their advisors before selecting and registering for a thematic cluster. *The Guide to the University General Education Program* describing all approved clusters and their course offerings is distributed to all students via hard text and through a dedicated website.



**Historical Overview:** The CORE program was the first curricular innovation undertaken by the University. It was initiated experimentally in the 1980s and became mature as a program in the 1990s. A description of how and why it evolved is outlined below.

In 1985, the University developed a CORE program with the support of a grant from the National Endowment for the Humanities. This ambitious program integrated ten courses, mostly in the humanities, with some social science courses, around the theme of "pluralism and human values." The faculty from the School of Education became actively involved in the development of the CORE curriculum and took advantage of the theme to enhance their own curriculum. In short, all the professional schools had students, admittedly a limited number, enrolled in programs that achieved positive results by systematically integrating general education courses.

Also in the 1980s, the University supported faculty seminars within which faculty could look at major contemporary issues in an interdisciplinary fashion. In large part, the idea for these seminars originated with faculty meetings to discuss "pluralism and human values" as preparation for offering the courses in the CORE program. The faculty identified the topic, developed the structure, and provided the leadership for the seminar.

During this period, the University sponsored an ongoing conversation among the faculty and across the campus about the traditions, mission, and direction of the University. Faculty seminars focused on a variety of issues including social justice, values and technology, the Catholic intellectual tradition, and global issues. These seminars combined with discussions held across campus and among faculty led to a growing consensus that the University's curriculum and the students' learning experience should better reflect the mission and traditions of the University.

In 1988, the Academic Senate began a three-year process of first reviewing and assessing existing general education requirements and then proposing revisions. Surveying and interviewing faculty, students, and administrators, the Committee found much dissatisfaction with existing requirements. The Committee concluded that few faculty understood the rationale for the requirements, that the requirements lacked coherency and integration, and that, consequently, the requirements did not reflect the Catholic and Madanist identity (or mission) of the University. After exhaustive discussions and numerous iterations based on faculty responses, the Committee submitted a revised general education program consisting of a Humanities Base for the first-year students and thematic clusters for upper class students. In April 1991, the Academic Senate overwhelmingly approved the changes.

Clearly, the adoption of an integrated, coherent set of general education requirements was not the result of singular work by central administrators (i.e., the President). The effort of the University administration in the early 1980s to set goals for University requirements faltered on the lack of consensus among the faculty as to the institutional mission. Consequently, the faculty made the parochial interests of their departments and their division their paramount concern in reviewing and revising the curriculum. By the late 1980s, the faculty had reached some consensus about the mission of the University, the distinctive educational goals of the institution, and the relationship of these goals with professional education. Without such consensus, revision efforts would have failed. And without a clear definition of and substantial public dialogue regarding the University's mission, consensus would never have been possible.

The Humanities Base and Thematic Cluster programs were initiated in the 1990s. A history of development somewhat similar to that of the CORE occurred. One problem with the CORE is that it limited student enrollments. The Humanities Base and Thematic Clusters emerged to address the broader range of needs of the University and to be inclusive of all students.

The College of Arts and Sciences has administrative control of all the above programs. Faculty from the various professional schools are actively involved in dialogue about program goals and purposes and they do have opportunities to influence the structure of various Cluster course requirements. But, ultimately, all control for the program rests with Arts and Sciences.

For further information, contact:

Dr. Thomas Lasley  
Office of the DeanChaminade Hall Room 114  
School of Education  
University of Dayton  
300 College Park  
Dayton, Ohio 45469-3199  
Phone: 937-229-3146  
Fax: 937-229-3199  
Email: [lasley@keiko.udayton.edu](mailto:lasley@keiko.udayton.edu)



## Exemplary Practices

### A-11: Project SUCCEED: School University Community Coalition for Excellence In Education

#### History

Our coalition has already demonstrated in a variety of ways our strong commitment to collaborating with one another. Building upon a solid foundation, we will strengthen the links between SOE, CAS, and K-12 faculties and substantially increase interactions among teachers, administrators, and higher education faculty. We have established eight objectives that we anticipate will lead to the accomplishment of our goals and can be directly linked to specific pre-existing and new project components:

OBJECTIVES	Existing Components	New Components,
1. Increase the number of students whose career goal is to teach in urban high-need schools	Joint recruitment efforts between CAS and SOE	STAR Scholarships - 8 per year
2. Improve prospective teachers' subject area knowledge and pedagogical knowledge	Dual major required (in CAS & SOE) ie. Conceptual framework that focuses on the integration of knowledge across disciplines Learning community	Now learning communities Curriculum reform Summer Institutes
3. Ensure that prospective teachers are well prepared for the realities of the classroom	Acclaimed field experience program 3 PDSs	Improved field experiences Addition of 5 PDSs PACES
4 Prepare prospective teachers to work effectively with culturally and linguistically diverse students and families	Focus on diversity in programs Diverse field experiences TESOL endorsement	Enhanced field experiences in PDSs Emphasis on sociolinguistics, working with families, TESOL
5. Prepare prospective teachers to use technology as a tool for integrative teaching and learning	Technology focus in programs  Field experiences using technology	Electronic portfolios  Miami Museum of Science internship and training Project SUCCEED Website
6 Provide support for education graduates during first three years of teaching	Informal support network	SUPPORT Network (with Peer Partners, university faculty, graduate assistants)
7 Increase professional development in research-based practices for K-12 teachers	Professional development activities in PDSs and other schools	a Summer institutes e Enhanced professional development activities
8. Enhance K-12 teachers' professional growth professional growth	Involvement in PDSs Adjunct university faculty Clinical supervisors Involvement in Holmes Partnership / UNITE	New PDSs and Centers PACES/electronic portfolios Serve as Peer Partners Increase involvement in state and national organizations

## **NEW COMPONENTS THROUGH PROJECT SUCCEED**

### **STAR Scholarship Program**

This scholarship program will provide full tuition to 8 undergraduate students who will be non-traditional students (e.g., paraprofessionals currently working at high-need schools), or students from urban high-need schools. Our goal is to attract and retain university students who share the goal of teaching in urban high-need schools and can commit to staying at such schools after graduation.

### **New Learning Communities**

Learning communities will feature increased team-teaching across departments and programs, making explicit the links between content knowledge and pedagogical skills. Special sections of liberal arts courses will be designated for prospective teachers and will link with SOE.

### **Collaborative Curriculum Reform**

CAS and SOE will look closely at the curriculum in undergraduate programs for prospective teachers. Curriculum reform efforts will focus on assuring that the connections between subject matter knowledge and pedagogical knowledge are explicit. The Miami Museum of Science will provide a science-rich environment for prospective teachers to hone their teaching skills by serving as paid interns in the museum's summer camp.

### **New Professional Development Schools**

We are greatly expanding our PDS program from a current base of three schools to a total of eight schools. These schools will play an extensive role in prospective teacher education and participate in professional development activities. Graduate assistants for CAS and SOE will be assigned to our PDS's.

### **Professional Development Centers**

We are creating Professional Development Centers at select PDS sites for the purposes of: (a) providing support for K-12 teachers at new PDSs through Peer Partners; (b) assisting with the piloting of the MDCPS Professional Assessment and Comprehensive Evaluation System (PACES) program; and (c) mentoring new teachers through a SUPPORT Network.

Peer Partners. A cadre of experienced PDS classroom teachers and administrators will assist with the support of new PDSs as Peer Partners, serve as members of the Project SUCCEED Steering Committee and/or the Professional Development School Consortium, and assist in the teaching of our university classes.

PACES. A classroom-based, research-grounded professional development system that includes portfolio development, direct classroom observation, individual and collaborative comprehensive planning, self--assessments, and multiple assessments by multiple assessors. It gives priority to self-reflection, collaboration, and self-responsibility for professional growth.

Electronic Portfolios. Prospective and K-12 teachers will develop CD-ROMs that are modeled after the portfolios required of applicants for National Board Certification. These portfolios will include videotaped segments of actual classroom instruction, examples of students' work products, and reflective analyses of teaching. Prospective and K-12 teachers will attend training in how to develop electronic portfolios at the Miami Museum of Science.

A SUPPORT Network will provide extensive assistance for new teachers after they have graduated from our programs. The SUPPORT Network will involve M-DCPS master teachers as Peer Partners, administrators, SOE and CAS faculty members, and graduate assistants.

### **Professional Development**

Professional development with a focus on improving K-12 instruction and enhancing student outcomes will be provided on site at our PDSs and at UM through Summer Institutes. Each of our PDSs has targeted different areas in which they would like to receive professional development (e.g., Reading, FCAT Preparation, Cultural & Linguistic Diversity, and Working with Families). We expect that the focus of our

professional development efforts at each school will change over the five years of the project based on annual assessments of each school's changing needs.

New Summer Institutes will be conducted collaboratively by CAS, SOE, M-DCPS, and, in some cases, the Miami Museum of Science (e.g., in Earth Science and Environmental Geology, Theater, African American Studies, English, Mathematics, and Reading).

Integrating Technology Across the Curriculum will be a focus of professional development for prospective and practicing teachers through coursework at UM, the Miami Museum of Science, electronic portfolios, a "paperless" classroom at one of our PDSs, and distance learning at another.

## **Institutional Mission and Context**

The University of Miami is the largest private institution of higher education in the southeastern United States, and is accredited by the Southern Association of Colleges and Schools. UM is composed of 14 colleges and schools on four campuses, with nearly 14,000 degree-seeking students in approximately 110 undergraduate, 95 masters, 55 doctoral, and 2 professional areas of study. The 1,850 full-time faculty includes Guggenheim Fellows, Fulbright Scholars, and National Science Foundation recipients. In the last fiscal year, UM received more than \$161 million in grants. In a recent National Science Foundation listing, UM was placed 39<sup>th</sup> in the nation among academic recipients of federal research and training grants and 21<sup>st</sup> out of private universities. The School of Education, Department of Teaching and Learning, offers curricula leading to the degrees of B.S.Ed., M.S.Ed., Specialist, and Ph.D. Programs focus on Elementary Education, Secondary Education, TESOL, TEFL, Reading and Learning Disabilities, Emotional Handicaps and Learning Disabilities, Early Childhood Special Education, and Pre-K Primary Education. The College of Arts and Sciences offers curricula leading to the degrees of B.S., B.A., B.H.S., B.F.A., B.L.A., M.A., M.S., MFA, and Ph.D Programs focus on Afro-American Studies, Anthropology, Ad, Art History, Biology, English, Geography, Geological Studies, History, Marine and Atmospheric Science, Philosophy, Religious Studies, Sociology, Theatre Arts, and Women's Studies-Social Science.

Miami-Dade County Public Schools (M-DCPS) is the fourth largest and fastest growing urban school system in the nation. M-DCPS is a leader in urban education, having been involved in systemic school reform since the late 1980s. MDCPS serves approximately 350,000 culturally and linguistically diverse students in grades pre-K through 12th. M-DCPS and UM have developed a national model for joint relations between a university system and a public school system. The Dean of the School of Education and the Superintendent of M-DCPS established a contractual agreement that has included over 25 cooperative agreements in the last 5 years.

The Miami Museum of Science was founded in 1949 and today serves nearly 300,000 visitors annually, including 100,000 students through in-school, outreach, and focused programming. The Museum of Science will draw upon over a decade of experience developing and disseminating training and materials for preparing K-12 teachers in the use of technology as an instructional tool. The Museum of Science has recently been named an official affiliate of the Smithsonian Institute.

## **Key Partnership Representatives**

Janette Klingner, Assistant Professor, School of Education, University of Miami

Daniel Pals, Associate Dean, College of Arts and Sciences, University of Miami

Nelson Daz, Deputy Superintendent, Miami-Dade County Public Schools

Judy Brown, Vice President, Program Development and Research, Miami Museum of Science

For more information contact:

Dr. Janette Klingner, Project SUCCEED Director

Phone: (305) 284-5937; Fax(305) 284-3003

E-mail: [jkklingner@aol.com](mailto:jkklingner@aol.com)

Address: University of Miami

School of Education

P.C. Box 248065

Coral Gables, FL 33124-2040



## Exemplary Practices

### A-12: Infusing Technology into the Teacher Education Program

#### History

In the mid-1980s, the Curry School of Education (**University of Virginia**) reorganized both the education school and its associated teacher education program. Educational technology was one of three strands (along with special education and multicultural education) designated for integration throughout the program. The innovation or strategy that has led to the current level of integration in the teacher education program has been based on the following two facts.

- The on-going process of integration has been sustained over a fifteen-year period through the tenure of three separate deans.
- This initiative has engaged a broad spectrum of faculty members rather than remaining the province of a few who are technologically oriented.

The key to the success that the Curry technology integration program has enjoyed does not rest on any particular technological innovation or solution. Rather, it is based on the concept that if a broad range of faculty members address an issue from a variety of perspectives over a sustained period of time, useful results are likely to emerge.

The end goal of this effort is to ensure that pre-service teachers will be prepared to integrate appropriate uses of educational technologies in their own teaching after graduation, and serve as leaders for other teachers. After working on this goal for an extended period of time, the Curry School faculty members have reached several shared values or conclusions regarding the most effective means of attaining this goal.

- The focus should be on teaching with technology rather than teaching about technology.
- Many uses of educational technology are specific to particular subject matter and content areas.
- Partnerships with local school divisions and state policy makers are essential elements of this strategy.

#### Technology Across the Curriculum

Future teachers take their cues from the practices they observe in classrooms during teaching internships. If students are taught the latest technologies as part of their teacher education program, but do not see effective technology practices in the schools, they are unlikely to incorporate technology use in their own teaching. Recognizing that fact, the Curry School and local school divisions have been working together to ensure pre-service teachers are likely to encounter best practices in K- 12 schools.

The Curry School, the Albemarle County schools and the Charlottesville City schools have been collaborating on a project designed to support one another and align the technology efforts of each partner. The Technology Across the Curriculum (TAC) project is developing appropriate in-service educational technology standards based on the premise that appropriate uses of technologies differ by content area and grade level. For example, the Geometer's Sketchpad is an appropriate tool for a tenth-grade geometry teacher, while Kid Pix may be more appropriate for a kindergarten teacher. Teams of local teachers and faculty from different grade levels and content areas are jointly developing standards for in-service education. The Curry School, in turn, will make use of this information to identify content appropriate for integration in Curry School pre-service courses.

#### Technology Infusion Project

In a related collaborative effort, the director of the Technology Infusion Project (TIP) works with the Albemarle County school division technology coordinator to pair pre-service teachers with local classroom teachers. The pre-service teachers are enrolled in an educational technology course that requires them to implement technology practices in real classrooms. Each team spends a semester identifying ways to appropriately integrate educational technologies into the specific classroom practices and curriculum of the participating teacher.

The TIP program is jointly funded by the Curry School and the Albemarle School Division, as an act of conscious symbiosis that signals that both partners benefit equally. The school division benefits through more effective integration in local classrooms, while the Curry School benefits because the program helps ensure that the practices observed by pre-service teachers will be state-of-the art.

## **Institutional Mission and Context**

The University of Virginia, founded in 1819 by Thomas Jefferson, has long been recognized as one of our nation's premier public universities. *U.S. News and World Report* has ranked UV as the nation's top public university for most of the 1990s. The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining a spirit of free inquiry directed to understanding the nature of the universe and the role of mankind in it. The University of Virginia enrolls about 18,000 students in eleven schools, and serves them with a faculty approximating 2000.

The Curry School of Education, recently ranked 13th among graduate schools of education by *U.S. News and World Report*, has two major missions. The first is to prepare personnel to work in America's educational system, pre-kindergarten through collegiate levels, and to conduct research and scholarship that address problems and issues of importance to our educational system. Through partnerships with other organizations and educational institutions the Curry School is committed to developing exemplary and innovative approaches to address those issues and problems. The second major mission is to enhance human potential performance by preparing professionals and conducting research in such areas as psychological/emotional development, physical development and fitness, and speech/language/auditory development. These areas contribute to the betterment of the human condition and are directly related to increased learning and successful experiences in our educational system.

The Curry School enrolls approximately 900 graduate students. Teacher education occurs through two routes: a five-year program in which students earn a bachelor's degree from the College of Arts and Sciences and a master's degree from the Curry School, with both degrees being awarded simultaneously; and a two-year post-baccalaureate master's program.

## **Key Partnerships**

### **University of Virginia Partnerships**

University of Virginia Digital Libraries; Electronic Text Center; Digital Media Center; Special Digital Collections; Geographic Information Center; Institute for Advanced Technology in the Humanities; Virginia Center for Digital History; College of Arts and Sciences; Information Technology and Communications

### **Partnerships with External Associations**

Association for Advancement of Computers in Education; Society for Information Technology in Teacher Education; Association for Education of Teachers in Science; Association of Mathematics Teacher Educators; Council for English Education; National Council for Social Studies College and University Faculty Assembly; Virginia Educational Technology Alliance; The Concord Consortium; Technology Infusion Project; Albemarle County School Division

For further information, contact:

Dr. James M. Cooper  
Curry School of Education  
405 Emmet St. South  
University of Virginia  
Charlottesville, VA 22903  
Phone: (804) 924-0860  
Fax: (804) 924-0747  
[jmc2n@virginia.edu](mailto:jmc2n@virginia.edu)

Dr. Glen Bull  
Curry School of Education  
405 Emmet St. South  
University of Virginia  
Charlottesville, VA 22903  
Email: [gbull@virginia.edu](mailto:gbull@virginia.edu)

Dr. Cheryl Mason  
Curry School of Education  
405 Emmet St. South  
University of Virginia  
Charlottesville, VA 22903  
Email: [clm3x@virginia.edu](mailto:clm3x@virginia.edu)